



## Royds School Disadvantaged Funding Spending Plan 2020-21

Academic Year	2020-21	Total Disadvantaged budget	£395,370	Date of most recent Disadvantaged review	July 2020
Total number of pupils	1,034	Number of pupils eligible for DA funding	414 (40%)	Date for next internal review	Dec 2020

	Year 7	Year 8	Year 9	Year 10	Year 11
All	237	217	203	199	166
Disadvantaged (DA)	76	93	95	91	67
%	32.7%	42.3%	46.1%	45.3%	40%

Royds school has a high number of students defined as ‘Disadvantaged’ (40%). The school seeks to transform the lives of the most vulnerable and disadvantaged members of the school community and their families, by raising aspiration, access to high quality transformational teaching, raising confidence, and ultimately improved achievement. Our ethos of #LiveLoveLearn seeks to inspire a culture of lifelong learning within a supportive and caring environment. The main barriers that Royds’ disadvantaged students face, as identified by IDSR (Jan 2020) were as follows;

- Overall Progress 8 for Disadvantaged learners particularly in mathematics and EBACC subjects
- Absence (7.8%) was in the highest 20% of schools nationally in 2019, 2018, and 2017.
- Persistent absence (20.9%) was in the highest 20% of schools nationally.

Our own data analysis shows that high absence has a very high correlation with poor progress (over 80% students achieve grades 5 in E+M when they have 98% attendance), and the group who underperform year on year are white disadvantaged boys.

## Attainment

GCSE Results Measure	Royds School 2017-18		Royds School 2018-19		Royds School 2019-20		Students National Data	
	DA students	All students	DA students	All students	DA students	All students	DA students	All students
% Achieving basics 9-4	50%	64.7%	41%	53%	45.1%	59%	44.5%	69.9%
% Achieving basics 9-5	23.2%	39.9%	27%	32%	24.4%	39%	25%	53.5%
Progress 8 average score	-1.0	-0.3	-0.82	-0.38	-0.7	-0.31	-0.44	-0.03
Attainment 8 average score	34.09	41.83	32.90	39.55	35	43.36	36.7	46.5

## OFSTED Area: Quality of Education

### SDP Strategic Area 1: Curriculum Intent and Implementation

Specific Actions	Spend	RAG Milestones			Success Criteria	Respon Track	Impact Term 1	Priorities Term 2
Ensure the curriculum meets the needs of all learners at all levels	£0				HODs to be able to articulate departmental curriculum vision for DA learners in school and PA. Blocks of Learning to anticipate and plan for scaffolding to support all learners.	JRO		
					LWs highlight questioning and active teaching to DA students, particularly DA boys.			
Ensure DA students have Knowledge Organisers at the start of each term and that if they lose one it is replaced, without payment.	£1,500				Learning managers have enough spares photocopied to be able to replace lost ones.	JRO/JWI		
					Term 2 and term 3 Knowledge Organisers are created, printed and ready for start of each term.	JRO/JWI		
Ensure all DA learners can access online learning in case of COVID lockdown.	£0				Audit of all DA learners completed to check home learning possibilities.	LM/JRO		
					All DA learners to receive training on how to access Microsoft Teams through desk top computer and phones.	CRO/AHA		
					All teachers to set lessons online and live pre-recording.	JRO		
a) Ensure KS4 pathways students have access to a curriculum where each student can achieve 5 subjects grade 1-9.	£200k				All KS4 Year 11 pathways students to be entered for 5 subjects and sit the exams.	GPW		
b) Drop combined science for Pathways students but include single Biology, taught by a subject specialist.					Specialist science teacher timetabled onto KS4 pathways so that a single science can be studied. All students entered for Biology and sit the exam.	GPW/JRO		

## OFSTED Area: Quality of Education (continued)

### SDP Strategic Area 2: Consistently Strong Teaching and Learning

Specific Actions	Spend	RAG Milestones			Success Criteria	Respon Track	Impact Term 1	Priorities Term 2
Focus wave 1 teaching on DA students in classes, through high expectations and insistence upon completion of work	£0				LW evidence and book looks show evidence of DA students being resilient though work tasks.	JRO TAL Tm		
Focus wave 2 support through additional Gov 'Catch up' funding on underachieving DA students who we know have fallen behind	£88k				Students PPE grades 1 and 2 show progress in line with expectations from PPE Year 10.	JRO AHO		
Focus wave 2 PET X targeted intervention on Maths, History and Science subjects, and DA borderline learners.	£22k				Students to report increased confidence in subject allocated and PPE grade 1 reflects this with 80% in cohorts 1 grade off target grade.	HCO AHO		
Use Knowledge Organisers to drive recall and retentions of key information	£0				LW evidence shows mini recall tests and quizzes demonstrate students retaining key information	JRO SLT		
a) QA online learning resources to ensure they are targeted at al learners and are fully inclusive.	£5k				Online lessons are uploaded by all teaching staff to teams in line with expectations. QA shows learning tasks are equal in quality to live lessons and fully resourced.	SLT		
b) Ensure vulnerable DA students have lap top computers and wifi or systems to access online learning.	£70k				Audit completed of all vulnerable DA students to check access to IT and laptop or tablet. List co-ordinated with Learning Managers.	LCR CRO		
c) Ensure any DA students who cannot access online learning are supplied with targeted work packs.	£2k				System created whereby students who are self-isolating have access to high quality online learning or work packs of current lesson work.	JRO		
Improve progress 8 data for DA students in year 11 students through high quality teaching.	£0				HAL DA students to achieve progress 8 score of <0.00 MAL DA students to achieve progress 8 score of <-0.40	JRO		

Target 5 underachieving DA boys in all classes which have male students for targeted questioning and closer scrutiny around written work.	£0				5 students identified on seating plans for all members of staff. LW's show increased attention on these boys in class and on HW	JRO		
Ensure Wakefield College Motor Vehicle course is completed in drop down days for 10 Yr 11 boys	£10k				Drop down days for key students facilitated and take place. All students to complete this course at L1.	JRO		
Target low ability boys in two groups for specific reading intervention in 'book circle' in two form times per week. Year 7 and 8.	£1,500				Group selected, with weekly intervention in place with LBO. Reading ages improve so that 80% are <6 months> in range of chronological age.	LBO GFA		
Every DA Key Stage 4 learner not in mainstream lessons to be tracked and to achieve five GCSE grades 1-9	£5k				All KS4 pathways students to receive maths, English and science classes taught by subject specialists.	GPW JRO		

## OFSTED Area: Behaviour and Attitudes

### Strategic area 3: Attend to Achieve

Specific Actions	Spend	RAG milestones			Success Criteria	Respon Track	Impact Term 1	Priorities Term 2
Ensure all support staff use 'modelled terminology and actions' to maintain zero tolerance approach to absence in communication with parents of DA learners	£1,500				Modelled scripts created and in use	AKE		
					Conversations are Quality Assured for consistency	AKE		
Ensure mini bus runs are accurate, timely, and ensure DA PA students are targeted.	£24k				DA attendance excluding COVID absence improves by 1% on 2019-20	JRO AKE		
Ensure all DA vulnerable learners are tracked daily so we know where they are during school hours.	£0				Electronic evidence is collated for each individual learner	AKE		
Ensure attendance panels take home circumstances into account when issuing fines and warnings about poor attendance.	£0				Paperwork for attendance panel is quality assured for consistency	AKE JRO		

## OFSTED area: Behaviour and Attitudes

### Strategic Area 4: Behaviour, COVID The New Normal

Specific Actions	Spend	RAG milestones			Success Criteria	Respon Track	Impact Term 1	Priorities Term 2
Improve teaching and learning so that all DA students feel 'an important part of the lesson which results in decreased exclusions for DA learners.	£2,300				Exclusion figures reduce by 10% as compared with same half term in academic year 2019-2020	CAB		
Develop reward system that specifically targets DA boys	£0				Ratio of postcards given to boys is 3:2 to girls as collated through Classcharts data.	CAB		
Develop inclusion provision to create more bespoke pathways for most vulnerable learners.	£10k				KS4 pathways students all following bespoke pathways	GPW		
Continue to develop safeguarding mechanisms to ensure the educational and personal welfare of our most vulnerable students	£2k				Extensive tracking and evidence trail in place through CPOMS to ensure all interventions are written up	KDA		

## OFSTED area: Personal Development

### Strategic Area 5: Real Life Experiences Drive Meaningful Learning

Specific Actions	Spend	RAG milestones			Success Criteria	Respon Track	Impact Term 1	Priorities Term 2
Ensure redeveloped careers input meets the needs of all DA learners	£16k				Highlight apprenticeships through increased information advice and guidance.	HCO		
Develop system whereby SEND, then most vulnerable then DA learners have multiple careers interviews rather than just one.	£5k				Tracking shows all PA DA learners to be visited at home to be given careers advice. Track shows most vulnerable learners have more than one careers interview.	HCO GFA SCE		

## OFSTED area: Personal Development

### Strategic Area 6: Student Voice

Specific Actions	Spend	RAG milestones			Success Criteria	Respon Track	Impact Term 1	Priorities Term 2
		Tm 1	Tm 2	Tm 3				
a) Ensure student parliament interviews include 40% applicants for DA background. b) Specifically target DA learners to apply for Student parliament.	£0				List of parliament applicants and members contains 40% DA students.  Market in assemblies, but also informally through lunchtime duties	JRO SLT		



## OFSTED area: Leadership

### Strategic Area 7: Every Student Achieves by Boys Boys Boys

Specific Actions	Spend	RAG milestones			Success Criteria	Respon Track	Impact Term 1	Priorities Term 2
		Tm 1	Tm 2	Tm 3				
Ensure male students are rewarded for academic achievement in lessons.	£0				One postcard per lesson awarded to a male student for effort or attainment in academic classwork not good behaviour.	CAB JRO		
Improve Progress 8 score for disadvantaged male learners through high quality teaching.	£0				Improve progress 8 score of Year 11 DA boys from -0.86 (2020) to > -0.60.	AHO		
a) Target DA boys in all year groups (5 per class) for specific wave 1 focus by each teacher.	£0				LW evidence shows boys are being targeted in questioning and assessment strategies.	SLT		
b) Target LWs towards these students in book looks to check on progress.	£0				Book looks show clear pride in presentation for DA boys.	SLT		
c) Ensure all boys complete classwork through reward and confidence building.	£0				Book looks show completion of work, increased purple pen in response to whole class feedback and time to improve and redraft work.	SLT		
Target wave 2 intervention at DA boys, eg; PETX Science, History intervention, drop down days target boys English	£22k				Boys complete specific wave 2 intervention and report increased confidence.	HCO		